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ABSTRACT

This document contains the perfcrmance assessment instruments and criteria which will be applied as part of the certification process for beginning school counselors in Georgia. The purpose of the process is to provide the candidate with an opportunity to demonstrate the essential competencies on the job. While the candidate bears the ultimate responsibility for the completion of the process, the employing system must provide the counselor with an opportunity to perform the essential skills. These competencies are planning, individual counseling, small group facilitating, consulting, training, and information processing. This document can be used as a companion to Pioneer Cooperative Educational Service Agency's "Data Collector's Guide." (Author/LEB)

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PIONEER COOPERATIVE EDUCATIONAL SERVICE AGENCY

COUNSELOR EDUCATION PROJECT
ESEA TITLE IV

COUNSELOR PERFORMANCE ASSESSMENT

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PIONEER CESA GUIDANCE PROJECT

Counselor Performance Assessment

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Division of Program and Staff Development
Georgia Department of Education
Atlanta, Georgia
Jack P. Nix, State Superintendent of Schools
1977

Preface

This document contains the performance assessment instruments and criteria which will be applied as part of the certification process for beginning school counselors in Georgia. The competency areas, as well as the indicators, were formulated by practitioners and counselor educators in Georgia. The skills are considered essential to be an effective school counselor.

The purpose of this process is to provide a candidate for professional certification as a school counselor an opportunity to demonstrate the essential competencies on-the-job. The Georgia Department of Education may then certify that the counselor can perform the skills.

An important element in this process is the role of the employer. The employing system must provide the counselor with an opportunity to perform the essential skills. This involves availability of students, teachers and resources, as well as the time to demonstrate the performance. The ultimate responsibility of the employer is to insure that the counselor does include the skills in his/her professional practice.

The State Department of Education and professional colleagues will provide support and assistance to the candidate throughout this demonstration process; however,

the candidate bears the ultimate responsibility for the completion of the process. The tasks which are outlined involve both processes and products, with some processes resulting in products. While the counselor will have three years to demonstrate the performance, he/she is encouraged to begin early and pursue completion with deliberate speed.

It is the ultimate purpose of the project and the hope of the project staff that the skills demonstrated will enhance the guidance practice in Georgia. This guidance practice will in turn facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors work.

William B. Ware
Stanley Bernknopf

Introduction

Traditionally, certification has been a joint effort between the institutions of higher education and the State Department of Education. Through the approved program concept, the completion of prescribed course work was tantamount to certification. The State Department's role was one of approving programs and verifying applicant's transcripts. While this approach was more expedient, it left unanswered many questions of effectiveness, efficiency and generally the separation of responsibilities.

In 1972 the chancellor of the University System of Georgia and the Georgia Superintendent of Education jointly appointed a task force to consider the feasibility of "Competency Based Education and Performance Based Certification." Numerous developmental activities have taken place in the interim. In 1978, Georgia will begin certifying educational personnel based upon, among other criteria, demonstrated knowledge and performance skill.

As part of this overall effort, a project was commissioned to develop a performance-based model for the certification of school counselors. The project was funded through ESEA Title III funds. The model has two major components which correspond to the assessment of knowledge and performance competencies. Entry into the certification

process will require, at a minimum* a master's degree in Guidance and Counseling. Candidates who have met this criterion may begin the certification process by successfully completing the Georgia School Counselor Competency Exam (GSCCE). The GSCCE is a criterion-referenced exam designed to measure an individual's acquisition of essential knowledge competencies needed to perform on the job. Successful performance on this exam will entitle the candidate to a non-renewable certificate which will be valid for three years. During this period, the candidate has the responsibility of demonstrating minimal competence in the performance areas in an actual on-the-job work setting. Six performance skill areas have been identified, with specific behavioral indicators, which the counselor must demonstrate on the job in order to be deemed competent. Upon verification of the successful performance demonstration of the six competencies the counselor will receive a renewable professional certificate, as a school counselor.

The following pages describe in detail the six performance requirements, and the instrumentation used in the assessment of these competencies. The document is divided into six sections corresponding to each performance area. Preceding the first section is a general

* Additional entry requirements will be set by the State Department of Education.

overview of each performance area and the specific behavioral indicators.

Performance Competencies and Indicators

All school counselors in the State of Georgia must be competent in I. Planning, II. Individual Counseling, III. Small Group Facilitating, IV. Consulting, V. Training, and VI. Information Processing. These areas are further defined in terms of sub-elements and relate to processes which produce products. Planning includes skill in overall program development and skill in designing and evaluating specific components of the counseling program. Information processing demands skill in referral, appraisal, and resource management.

The remaining four competencies; counseling, facilitating, consulting and training are process competencies which require skill in communicating with others. Figure I illustrates the six areas of counselor competency.

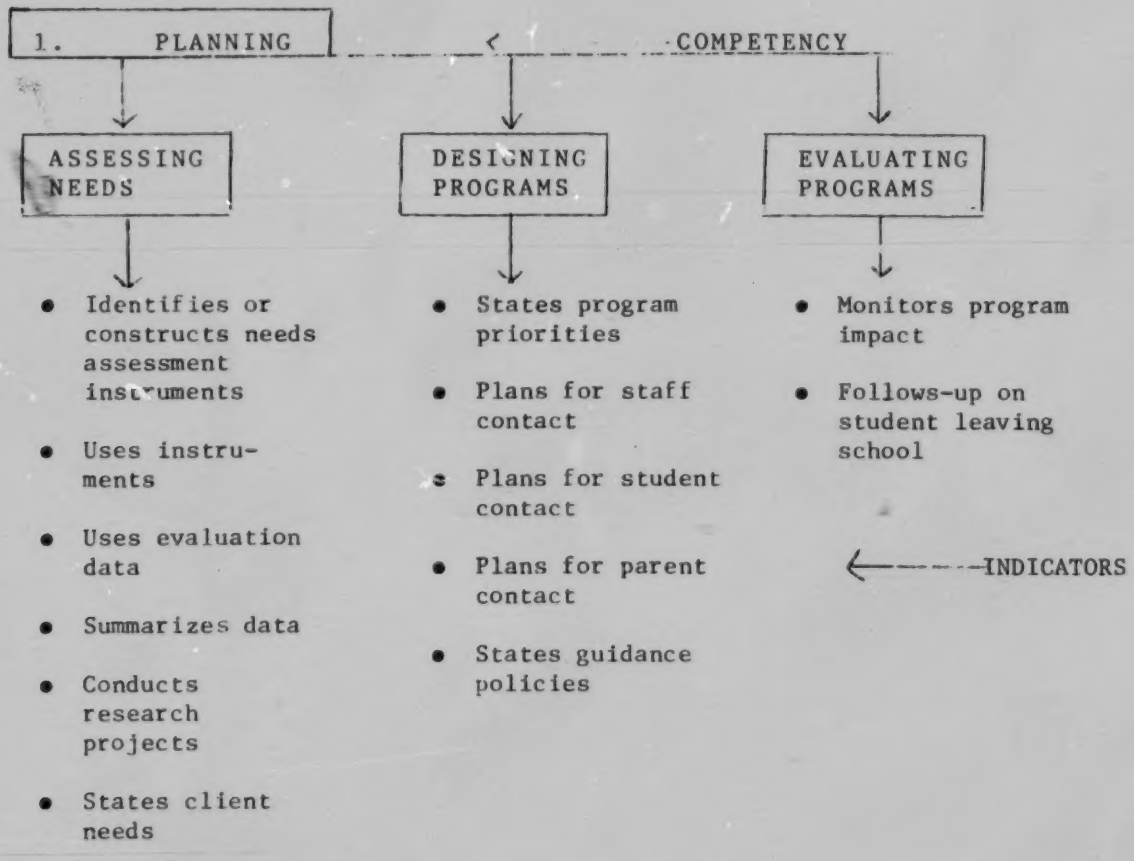
Performance Competencies

Product Competencies	Process Competencies
I. Planning	II. Individual Counseling
Assessing Needs	Communicating
Designing Programs	III. Group Facilitating
Evaluation	Communicating
VI. Information Processing	IV. Consulting
Referral	Communicating
Appraisal	V. Training
Resource Management	Communicating

Figure I

Performance Competencies

Each of the six areas of competence can be further described by listing the skills required in order to demonstrate competence and by listing the items which will be accepted as indicators of each skill. The competencies, skills, and indicators are summarized below:



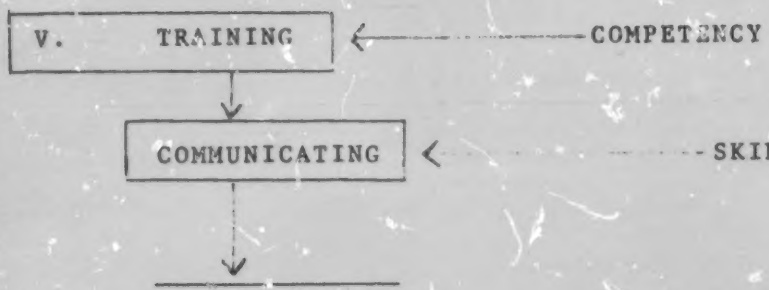
II. INDIVIDUAL COUNSELING ⟨------COMPETENCY

↓

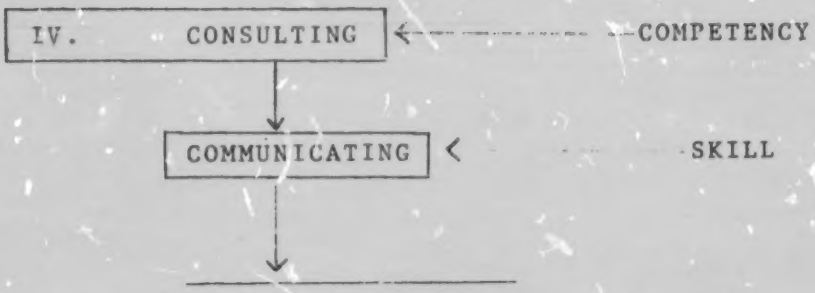
COMMUNICATING ⟨——SKILL

↓

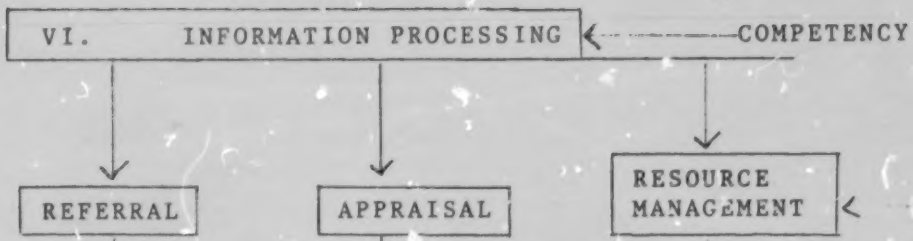
- Puts student at ease
- Makes purpose of session evident
- Listens to the student
- Is attentive
- Encourages the student to talk freely
- Allows the student time to respond
- Shows acceptance ⟨- - - -



- Arranges space
- States purpose, rationale
- Assesses needs
- States objectives
- Uses appropriate materials and activities
- Paces, varies program
- Attends to task, content ← INDICATORS
- Attends to process
- Provides for active involvement
- Reinforces participants
- Responds to participants
- Measures achievement of objectives
- Conducts evaluation of session
- Summarizes the session



- Listens to the client
- Clarifies verbal communications
- Is accepting
- Demonstrates objectivity
- Establishes a peer relationship
- Encourages problem analysis
- Diagnoses problem situation
- Identifies client attitudes toward change
- Describes resources
- Discusses action strategies
- Elicits feedback
- Explains guidance programs — INDICATORS
- Assists in the classroom
- Answers questions concerning student problems
- Works with special students
- Plans with student for future
- Aids in employment or financial applications
- Plans curriculum
- Interprets student data
- Conducts case conferences
- Conducts parent conferences
- Assesses student behavior
- Identifies exceptional students
- Evaluates school policy



- Maintains re-referral file
- States referral policies and procedures
- States referral criteria
- States criteria for identifying handicaps
- States criteria for identifying exceptionalities
- Informs staff, students, parents of referral program
- Consults available resources
- Involves parents
- Maintains contact with agencies
- Maintains contact with referral students
- Records referrals made
- Visits agencies

- Maintains file of tests
- Maintains file of non-test devices
- Lists sources for student appraisal
- Objectively reports student behavior
- Operates testing program
- Maintains student test files

- Maintains occupational exploration materials
- Maintains education opportunities files
- Surveys local job market
- Maintains community resource file
- Maintains drug use information
- Maintains family planning information
- Maintains multiethnic education materials
- Maintains interpersonal relations materials ← INDICATORS
- Maintains a confidential emergency medical file
- Develops a parent information package
- Keeps resource files current
- Maintains materials appropriate for grade levels served
- Makes resources accessible
- Updates files regularly
- Contributes to publications

Performance Assessment

The task of assessing on-the-job performance, as described in this document, is basically a data collection function. That is, it is a means of recording what is evident or observed. While the document does provide criteria for what is acceptable or not acceptable for given competency indicators, it does not provide criteria for overall assessment in terms of certification. Assessment in this sense is seen as a separate function which will involve determining the status of performance, judged against statewide minimum standards.

Central to the task of data collection is the concept of "Multiple observers" and "Multiple input sources". For this reason each counselor is assessed by several people using different instruments. In addition, some cases require the counselor to demonstrate a given set of indicators in a variety of settings. In all cases, a trained data collector is used as part of the assessment process. This data collector has been trained to observe counselors at a significant level of inter-rater reliability. Additional data will be obtained from observations or instruments filled out by principals, peers, students and support personnel. Who fills out what instruments are described in the following sections

of this document. Figure 2 summarizes the personnel involved in the assessment of each competency.

Competency	Source of Data: Data Collector	Teachers	Administrator	Counselor	Students	Total Instruments
	(Number of Instruments completed in each data source catagory)					
Planning	1	5	1			7
Information Processing	2		3			5
Individual Counseling	3			1	3	7
Group Facilitating	3			1	3	7
Consulting	2	3	3	1		9
Training	1	3		1		5

Figure 2

Source of data collection and number of instruments completed by each source

I. Planning

A. Indicators

To demonstrate competency as a planner the counselor is expected to perform three general planning skills: needs assessment, program design, program evaluation.

- Skill in assessing client needs is indicated when the counselor:

  1. Identifies or constructs needs assessment instruments.
  2. Uses questionnaires, rating scales, surveys, and interviews to collect data on client needs. Summarizes results.
  3. Tabulates data and prepares summary from instruments.
  4. Uses evaluation data to clarify client needs.
  5. Conducts research projects to identify specific social, employment, or educational conditions presently affecting the client population.
  6. States client needs based on supporting data.

- Skill in <u>program design</u> is indicated when the counselor

  7. States program priorities based on identified client needs.
  8. Produces s systematic plan for staff contact.
  9. Produces a systematic plan for student contact.
  10. Produces a systematic plan for parent contact.
  11. Defines and states guidance policies in writing.

- Skill in program evaluation is indicated when the counselor

  12. Develops a system for monitoring the impact of the guidance program that involves staff, students, and parents.

  13. Conducts research and reports on students who have been graduated from or have dropped out of school (5 year limit).

B. Performance Requirements

The counselor will demonstrate competence in needs assessment, program design and program evaluation by completing a Planning File which contains the following documents:

- Needs Assessment Documents

  1. List of needs assessment instruments available to the counselor.

  2. Copies of at least one of each of the following (used by the counselor): questionnaire, rating scale, survey, and interview, one of which is accompanied by a summary of the results of the use of at least one instrument.

  3. Summary based on tabulation of the data from one of the above.

  4. Summary of program evaluation data used to clarify needs of client population.

  5. Summary of a research plan.

  6. Summary of assessed needs of client population.

- Program Design Documents

  7. List of program priorities based on identified client needs.

8. Plan for staff contact.

9. Plan for student contact.

10. Plan for parent contact.

11. Written statement of guidance policies.

- Program Evaluation Documents

12. Plan for monitoring the guidance program accompanied by results to date.

13. Follow-up report on students who have been graduated from or who have dropped out of school (must include past 5 years).

The Planning File is submitted to the data collector who records the documents which have been submitted and rates each document for completeness (Instrument I-1).

In addition the data collector will obtain evaluation check lists from five teachers and from the school principal (Instrument I-2).

Rating Scale for Planning Document
Directions for Use

The counselor will submit to the data collector a file containing the documents listed on Instrument I-1. The counselor and data collector will review the documents. If the document is present, a yes will be written in the box. If the document is not present, a no will be written in the box.

The data gatherer will carefully examine each document to determine if the "essential elements" are present. The "yes-no" for essential elements will be marked accordingly.

Each document receiving all yeses will be marked complete. Those receiving one or more nos will be marked incomplete.

I-1 Rating Scale for Planning Documents

Counselor_____School_____Date_____

1. List of needs assessment instruments includes:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Instruments to assess needs or interests of students		
b. Instruments to assess staff attitudes and needs regarding the guidance program		
c. Instruments to assess parent attitudes and needs regarding the guidance program		
d. Instruments are readily available to the counselor		

2. Set of instruments used by the counselor to assess client needs. Includes at least one of each of the following:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Questionnaire		
b. Rating Scale		
c. Survey		

3. Data tabulation and summary of at least one of the instruments above.

Present	Complete	Incomplete

Essential Elements

Yes	No

	Present	Complete	Incomplete
4. Summary of evaluation data.			

Essential Elements

	Yes	No
a. Includes data counselor has collected on guidance program		
b. Data are summarized		
c. Includes recommendations for changes in or additions to program where indicated		

	Present	Complete	Incomplete
5. Summary of a research plan to investigate a social, employment, or educational condition affecting the client population. Includes:			

Essential Elements

	Yes	No
a. Sound rationale for the research		
b. Instruments which are adequate to collect the needed data.		
c. List of appropriate procedures		

	Present	Complete	Incomplete
6. Summary of assessed needs of client population. Includes:			

Essential Elements

	Yes	No
a. List of instruments used		
b. Procedures followed		
c. Results of assessment for		
1. Students		
2. Staff		
3. Parents		

7. List of program priorities. Includes:

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Rank order of program objectives (8b, 9b and 10b)		
b. Indication of percentage of time and resources to be invested in each objective		
c. Rationale for the order of objectives is stated and based on assessed needs.		

8. Plan for staff contact.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Based on assessed needs		
b. Includes clearly stated objectives		
c. Lists personnel, materials and resources needed		
d. Clearly describes strategies designed to meet the objectives		
e. Includes time lines		
f. Includes means for measuring achievement of each objective		

9. Student Contact.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Based on assessed needs		
b. Includes clearly stated objectives		
c. Lists personnel, materials and resources needed		
d. Clearly describes strategies designed to meet the objectives		
e. Includes time lines		
f. Includes means for measuring achievement of each objective		

10. Parent Contact.

Present	Complete	Incomplete

Essential Elements

	Yes	No
a. Based on assessed needs		
b. Includes clearly stated objectives		
c. Lists personnel, materials and resources needed		
d. Clearly describes strategies designed to meet the objectives		
e. Includes time lines		
f. Includes means for measuring achievement of each objective		

11. Written statement of guidance policies. Includes:

Present	Complete	Incomplete

Essential Elements

a. Statement on counselor role and responsibility — Yes / No

b. Policy on confidentiality — Yes / No

c. Policies dictated by the school and/or system which the counselor must follow — Yes / No

12. Plan for monitoring the guidance program (formative evaluation) accompanied by results to date.

Present	Complete	Incomplete

Essential Elements

a. Monitors adequacy of service available to

1. Staff — Yes / No

2. Students — Yes / No

3. Parents — Yes / No

b. Monitors usage guidance resource material — Yes / No

c. Includes instruments used for formative evaluation — Yes / No

d. Includes procedures adequate to monitor the program — Yes / No

e. Includes methods for reporting data and providing feedback to others — Yes / No

13. Follow-up report on students who have been graduated or who have dropped our of school within the last five years. Includes:

Present	Complete	Incomplete

Essential Elements

a. Procedures followed — Yes ☐ No ☐

b. Summary of findings — Yes ☐ No ☐

c. Recommendations for guidance based on findings — Yes ☐ No ☐

Specify those documents listed complete _____

_____

_____

Specify those documents listed incomplete _____

_____

_____

Summary:

I-2 PRINCIPAL AND TEACHER CHECK LIST

Directions for Use

The Principal and Teacher Check List is to be completed by the principal and by five teachers choosen randomly by the data collector. The data collector should explain that the check list is for the purpose of determining the counselor's competence in planning his/her program. When the responder marks an item NO, he or she should be encouraged to include written comments at the end of the instrument.

I-2 PRINCIPAL AND TEACHER CHECK LIST

PLANNING

Counselor_____School_____Date_____

From a list of faculty members the data collector will select five teachers and the principal and ask that they complete the check list by placing an X in the appropriate column.

	Yes	No
1. The counselor has consulted me concerning my needs and the needs of my students for services by the guidance program.		
2. I have received a copy of the counselor's program plan and was consulted during its preparation.		
3. The objectives contained in the counselor's program plan adequately address the needs of the school population as my colleagues and I perceive them. (if no, please comment).		
4. The counselor's plans include adequate time for staff, student, and parent contact. (if no, please state which group is omitted).		
5. Given available resources and personnel the plan is realistic.		
6. I am aware that the counselor is attempting to implement his/her program plan.		
7. I am asked periodically to offer my reactions to the guidance and counseling program.		

COMMENTS:

RESPONDER'S NAME:_____

SUMMARY

Items rated Yes:_____

Items rated No:_____

II. Individual Counseling

A. Indicators

Individual counseling requires skill in communicating on a one-to-one basis with students who have personal concerns or needs for educational and/or career guidance.

Skill in communicating is indicated in a counseling session when the counselor:

1. Puts the student at ease.
2. Makes the purpose of the session clear.
3. Listens to the student.
4. Is attentive; "stays with" the student.
5. Encourages the student to talk freely.
6. Allows the student ample time to respond.
7. Shows acceptance of the student throughout the session.
8. Communicates respect for the student throughout the session.
9. Maintains objectivity throughout the session.
10. Helps the student explore his/her concern.
11. Helps the student to explore alternative solutions.
12. Allows the student to make decisions in due time; does not push student into premature decision making.
13. Gives clear and accurate information.
14. Uses an appropriate method of closure for the session.

B. Performance Requirements

The counselor will demonstrate competence in communicating on a one-to-one basis in individual counseling sessions by:

- Performance demonstrated

  1. Participate in one 15-25 minute role play of an individual counseling session where the "student" is presenting a personal concern to the counselor. The data collector will be present in the session (or will view a video tape). Indicators 1-10 and 14 should be demonstrated. The counselor may select the individual to play the part of the student.

  2. Taping two individual counseling sessions and submitting the tapes to the data collector. The sessions will not exceed 45 minutes in length and one must focus on a student's personal concern; the other on a student's educational and/or career-related concern. (Indicator 3 cannot be observed in these tapes).

In addition the data collector will obtain evaluation check lists from the counselor and from three students with whom the counselor works or has worked.

- The counselor will:

  1. Submit three Individual Counseling check lists.

  2. Submit <u>one</u> completed Self-Evaluation check list (Instrument II-2).

  3. Submit to the data collector a list of students with whom he/she has worked. The data collector will randomly select <u>three</u> names and will ask for each Student Check List (Instrument II-3).

II-1 INDIVIDUAL COUNSELING CHECK LIST

The data collector will use the Individual Counseling Check List for three demonstrations by the counselor of individual counseling skills.

The counselor will select a student or other person to act as a client in a role play of a 15-25 minute counseling session. The "client" will present a personal concern to the counselor. The data collector will observe the session and have it video taped.

The counselor will audio or video tape two counseling sessions and submit the tapes to the data collector. One taped session will be conducted with a student presenting a personal concern; the other with a person who has a particular educational or career related concern. The tapes will be 20-40 minutes.

The data collector will listen to the tapes and complete one check list for each. The data collector will note that descriptors of the behavioral indicator follow each rating box; these should serve as a guide to the data collector for marking the performance.

II-1 INDIVIDUAL COUNSELING CHECK LIST

Counselor_____School_____Date_____

1. Puts the student at ease

Insufficient		Sufficient	
1	2	3	4

- Impersonal - Personal
- Flippant - Professional
- Preoccupied- Focused
- Unwelcome - Welcome
- Barriers - Open
- Premature - Timely

2. Makes the purpose of the session clear

Insufficient		Sufficient	
1	2	3	4

- Vague - Clear

3. Listens to the student

Insufficient		Sufficient	
1	2	3	4

- Avoids eye contact - Eye Contact
- Negative Posturing - Positive Posturing
- Topic Jumping - Verbal Following

4. Is attentive; "stays with" the student

Insufficient		Sufficient	
1	2	3	4

- Topic Jumping - Verbal Following
- Misunderstands - Communicates Understanding

5. Encourages the student to talk freely

Insufficient		Sufficient	
1	2	3	4

- Information overload - Clarifying and synthesizing
- Overactive - Uses facilitative techniques

6. Allows the student ample time to respond

Insufficient		Sufficient	
1	2	3	4

- Topic Jumping - Staying with a concern
- Being over active - Uses "Working Silence"

7. Shows acceptance of the student

Insufficient		Sufficient	
1	2	3	4

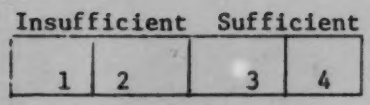
- Evaluative - Nonevaluative
- Judgemental - Nonjudgemental

8. Communicates respect for the student throughout the session

Insufficient		Sufficient	
1	2	3	4

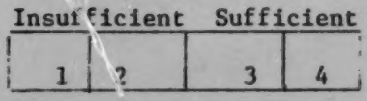
- Giving Advice and easy answers - Communicates student's ability to be self-directing
- Placating
- Referring to Others - Communicates student's personal worth

9. Maintains objectivity throughout the session



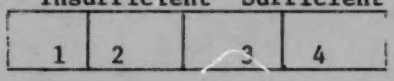
- Being vague - Being specific
- Reinforcing vagueness - Helping student be specific

10. Helps the student explore his/her concern



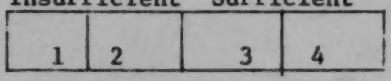
- Being Overactive - Using facilitative techniques
- Failing to recognize appropriate self-exploration - Reinforcing appropriate self-exploration

11. Helps the student explore alternative solutions



- Tells student what he/she should do - Facilitates student's consideration of options

12. Allows student to make decision in due time



- Makes decision for student - Communicates decision making responsibilities to student
- Reinforces procrastination - Reinforces decision making behaviors
- Pushes premature decision - Facilitates timely decisions

13. Gives clear and accurate information

Insufficient		Sufficient	
1	2	3	4

- Evades student's questions - Responds to student's request or need for information
- Gives inaccurate information - Provides accurate information
- Verbal overload - Responds completely and concisely

14. Uses an appropriate method of closure for the session

Insufficient		Sufficient	
1	2	3	4

- Ends prematurely - Appropriately utilize time
- Allows session to exceed time limit
- End on a negative note - End on a positive note
- Stop abruptly - Summarize session
- Leave future action vague - Discuss future action

II - 2 SELF-EVALUATION CHECK LIST

INDIVIDUAL COUNSELING

Counselor_____School_____Date_____

The counselor will complete the following check list by placing an (X) in the appropriate column. The check list will be submitted to the data collector.

In counseling an individual student, I:

	Yes, Sufficient	No, Insufficient
1. Put the student at ease.		
2. Make the purpose of the session clear.		
3. Listen to the student; have appropriate eye contact and positive attending behavior.		
4. Am attentive; "stay with" the student.		
5. Encourage the student to talk freely.		
6. Allow the student ample time to respond.		
7. Show acceptance of the student throughout the session.		
8. Communicate respect for the student throughout the session.		
9. Maintain objectivity throughout the session.		
10. Help the student explore his/her concern.		

	Yes, Sufficient	No, Insufficient
11. Help the student explore alternative solutions.		
12. Allow the student to make decisions in due time; do not push the student into premature decision-making.		
13. Give clear, accurate information when needed.		
14. Use appropriate method of closure for the session.		

II - 3 STUDENT CHECK LIST

Directions for Use

The counselor will submit to the data collector a list of students whom he/she has counselled. The data collector will randomly select three of the students and will ask each to complete the form. Explain that the form is not a test and the name of the student will not be recorded on the form. The students will answer 16 questions, then the data collector will tabulate the responses at the end of the check list.

For elementary school pupils the data collector may administer the form orally then transfer the responses to Check List II-3. Questions such as the following may be used:

1. Are you comfortable with the counselor?
2. Do you and the counselor talk about why you are seeing him/her? Do you know what the meetings are for?
3. Does the counselor listen to you?
4. Does the counselor talk about what you want to talk about?
5. Does the counselor let you talk?
6. Does the counselor help you understand your problem?
7. Do you have enough time to answer his/her questions?
8. Do you feel like the counselor wants to help you?
9. Does the counselor help you think for yourself?
10. Is the counselor a friendly person?

11. Do you think the counselor is interested in you?

12. Does the counselor try to find out how he/she can help you?

13. Does the counselor help you find answers to your problems?

14. Do you have enough time to decide what to do about your problem?

15. Does the counselor tell you things you want to know?

16. Does the counselor help you understand what to do about your problem?

II - 3

STUDENT CHECK LIST

INDIVIDUAL COUNSELING

Counselor_____School_____Date_____

From a list of names of students in counseling submitted by the counselor, the data collector will randomly select 3 students and ask that they complete the check list by placing an (X) in the appropriate column.

	Yes, Most of the time	No, Not Usually
1. I feel comfortable and at ease in counseling sessions.		
2. The purposes of the counseling sessions are clear to me.		
3. The counselor listens to me.		
4. The counselor and I talk about what I need to talk about.		
5. The counselor lets me talk freely.		
6. The counselor helps me understand my problems or concerns.		
7. I have enough time to answer the counselor's questions.		
8. The counselor makes me feel accepted.		
9. The counselor does not take sides or judge what I do and say.		
10. The counselor seems to respect me.		
11. The counselor seems interested in me.		

	Yes, Most of the time	No, Not Usually
12. The counselor responds to my questions and concerns.		
13. The counselor helps me explore solutions.		
14. I feel the counselor gives me enough time to make decisions.		
15. The counselor gives me information when I need it.		
16. When I leave the counseling session, I know what was accomplished. I know what to do next.		

SUMMARY

Items rated Yes: _____

Items rated No: _____

III. Group Facilitating

A. Indicators

Group facilitating requires skill in communicating with groups of students who have social concerns or needs for education or career guidance. Skill in communicating is indicated in a group session when the counselor:

1. Orients group members to purpose of group.
2. Sets goals and discusses means to be used for achieving goals.
3. Sets group norms.
4. Uses trust building strategies.
5. Communicates respect for the students throughout the session.
6. Communicates interest in the students throughout the session.
7. Shows acceptance of students and their ideas throughout the session.
8. Encourages all students to participate.
9. Intervenes at appropriate times to guide discussion.
10. Clarifies the verbal communications of the students.
11. Elicits examination of the group process.
12. States concern about the group process (identifies blocking behaviors).
13. Reinforces the group process (identifies helping behaviors).

14. Examines own interaction with group.

15. Summarizes the session.

16. Uses some group methods such as: role play, student presentation and discussion, media presentation, group dynamics exercise, unfinished story, puppet play, etc.

The counselor's skill in facilitating communication in a group session is indicated when the students:

17. Listen to their peers.

18. Help their peers talk.

19. Discuss their problems and concerns.

20. Discuss their feelings.

21. Confront the group.

22. Plan and report on action strategies for problem resolution.

B. Performance Requirements

The counselor will demonstrate competence in communicating with and facilitating communication among members in a group session by:

1. Conducting a group guidance session where students are discussing career-related concerns. The group will consist of 12-30 members and will not continue more than 40 minutes. The group will be a new group which has not met on more than two occasions previously. The data collector will be present during the session and will videotape or audiotape the session to locate evidence of the counselor's communicating skills. The data gatherer will complete Instrument III-I. The group members must not represent a single stratified section of the student body, but

will be made up of a diverse membership.

2. Conducting two group counseling sessions with 6-12 students where students are working on a social concern, family-related problem or a problem relating to prejudice (socioeconomic, racial, ethnic, sexist). Both sessions will have the same group members. The group will have met at least three times previously. The data collector will be present during the 30-45 minute sessions and will videotape or audiotape (not to exceed 90 minutes in length) to locate evidence of the counselor's communicating and group facilitating skills (Instrument III-1).
   - Note: Indicators 1-4 are not applicable to this group.

During at least one of the three sessions described in 1 and 2 above, the counselor will be expected to use one of the following methods: role play, student presentation and discussion, media presentation, group dynamics exercise, buzz group, panel, unfinished story or puppet play.

In addition the data collector will obtain evaluation check lists from the counselor and from three students with whom the counselor has worked in the group. The counselor will:

1. Submit <u>one</u> completed self-evaluation check list (Instrument III-2).

2. Submit a list of students in the counselor's guidance groups to the data collector. The data collector will select <u>three</u> names and will ask each student to complete a Student Check List (Instrument III-3).

III - 1 Counselor Observation Check List

Group Facilitating

Counselor _____ School _____ Date _____

After observing the counselor (live or videotape) in a group session, the data collector will complete the following check list by placing an X in the appropriate column.

1. Orients group members to purpose.

Insufficient		Sufficient		
1	2	3	4	N/A

- Purpose not stated or not clear – Purpose of the group clearly stated

  Evidence of pre-meeting orientation

2. Sets goals and discusses means of achieving goals.

Insufficient		Sufficient		
1	2	3	4	N/A

- Group is allowed to flounder – Group goals are stated
- Individual goals are not stated or are incompatible with group goals – Stated individual goals are compat ble with group goals
- Goals are vague and ambiguous – Group and individual goals are operational-ized

3. Sets group norms

Insufficient		Sufficient		
1	2	3	4	N/A

- No ground rules are specified – Ground rules are specified
- The leader is the only source of norm setting – Input from the participants is solicited
- No commitment to the norms is requested – Commitment is solicited by leader and made by participants

4. Uses trust building strategies

Insufficient		Sufficient		
1	2	3	4	N/A

- The leader controls the group – There is free give and take within the group
- The group is composed of students who do not interact – There is some overt activity to stimulate interaction and trust

  Similarities among members are pointed out

5. Communicates respect for the students

Insufficient		Sufficient	
1	2	3	4

- The leader assumes the responsibility for personal decisions - The students are treated as persons of worth who can make their own decisions
- The leader is condescending - The leader is facilitative

6. Communicates interest in the student

Insufficient		Sufficient	
1	2	3	4

- The counselor is inattentive - The counselor actively listens to each participant
- The counselor makes no reflection or is inaccurate when reflections are made - The counselor accurately reflects content and feeling

7. Shows acceptance of the students and their ideas throughout the session

Insufficient		Sufficient	
1	2	3	4

- Makes value judgments - Refrains from making value judgments
- Prematurely cuts off student input - Allows free and appropriate interchange of ideas

8. Encourages all students to participate

Insufficient		Sufficient	
1	2	3	4

- The leader is overactive at the expense of student participation - The leader's active role is commensurate with the purpose of the group
- Non-participants are ignored - Isolates are recognized and brought into the discussion

9. Intervenes at appropriate time to guide discussion

Insufficient		Sufficient	
1	2	3	4

- Misses opportunities to get students involved – Encourages members to become involved through similarities, identification and shared feelings
- Allows hub communication to take place – Facilitates member-centered interaction
- Avoids silence at a cost – Uses silence to stimulate interaction

10. Clarifies the verbal communication of the students

Insufficient		Sufficient	
1	2	3	4

- Does not clarify communication

Paraphrases verbal communication

Reflects content and feeling

11. Elicits examination of the group process

Insufficient		Sufficient	
1	2	3	4

- Makes no mention of process roles – Helps students understand the group process
- Examines the group in terms of the "how" process

12. States concern about the process

Insufficient		Sufficient	
1	2	3	4

- Ignores the group process roles – Explains and discusses the need for process roles:
  .. task roles
  .. maintenance roles
  .. individual roles

13. Reinforces the group process

Insufficient		Sufficient	
1	2	3	4

- Does not recognize behavior(s) which facilitate or impede the group process – Positively reinforces facilitative behaviors and confronts or extinguishes blocking behaviors

14. Examines own interaction with the group

Insufficient		Sufficient	
1	2	3	4

- The counselor avoids self-disclosure – The counselor self-discloses content and process

15. Summarizes the session

Insufficient		Sufficient	
1	2	3	4

- No summary is made – Periodic summary statements are made
- The counselor does not facilitate closure of the session – The counselor facilitates closure, beginning prior to the last minute

16. Uses group method

Insufficient		Sufficient	
1	2	3	4

- There is no evidence of an organized group procedure – The counselor utilizes a recognized group procedure

The students:	Yes, Sufficient	No, Insufficient	N/A
17. Listen to their peers			
18. Help their peers talk			
19. Discuss their problems and concerns			
20. Discuss their feelings			
21. Confront the group (when appropriate)			
22. Plan and report on action strategies for problem resolution			

SUMMARY

Items rated Yes: _____

Items rated No: _____

Items rated N/A: _____

III - 2 SELF-EVALUATION OF GROUP FACILITATING

Directions for Use

The counselor will complete twenty items on the check list by indicating (X) Yes or No in the spaces provided and will tabulate the responses at the end of the check list under Summary. The counselor will consider both his/her communication skills and those of the students in the guidance groups. The check list is submitted to the data collector.

III - 2 SELF-EVALUATION CHECK LIST

GROUP FACILITATING

Counselor _____ School _____ Date _____

The counselor will complete the following check list for each of the demonstrations submitted by placing an X in the appropriate space. The check lists will be submitted to the data collector.

In facilitating a group of students I:	Yes, Sufficient	No, Insufficient	N/A
1. Orient group members to purpose of group (when appropriate).			
2. Set goals and discuss means to be used for achieving goals (when appropriate).			
3. Set group norms (when appropriate).			
4. Use trust building strategies (when appropriate).			
5. Communicate respect for the students throughout the session.			
6. Communicate interest in the students throughout the session.			
7. Show acceptance of students and their ideas throughout the session.			
8. Encourage all students to participate.			
9. Intervene at appropriate times to guide discussion.			
10. Clarify the verbal communications of the students.			

	Yes, Sufficient	No, Insufficient	N/A
11. Elicit examination of the group process (when appropriate.			
12. State concern about the group process (identify blocking behaviors).			
13. Reinforce the group process (identify helping behaviors).			
14. Examine own interaction with the group.			
15. Summarize the session.			
16. Use some group methods such as: role play, student presentation and discussion media presentation, group dynamics exercise, unfinished story, puppet play.			
The students in my groups:			
17. Listen to their peers.			
18. Help their peers talk.			
19. Discuss their problems and concerns.			
20. Discuss their feelings.			
21. Confront the group.			
22. Plan and report on action strategies for problem resolution.			

SUMMARY

Items rated Yes: _____

Items rated No: _____

Items rated N/A _____

III - 3

STUDENT CHECK LIST

Directions for Use

The counselor will submit to the data collector a list of students whom he/she has worked with more than two times in counseling groups. The data collector will select three of the students and will ask each to complete the form. Explain that the form is not a test and the name of the student will not be recorded on the form. The students will answer 22 questions, then the data collector will tabulate the responses at the end of the check list under Summary.

For elementary school pupils the data collector may administer the form orally then transfer the responses to Instrument III-4. Positive responses may be "Yes" or "Usually," or "Most of the time." Questions such as the following may be used:

1. I trust the counselor and the other students in my group.
2. I know the purpose of the group.
3. I know what we are trying to do.
4. I know how I am supposed to act in the group.
5. The counselor respects me.
6. The counselor is interested in me.
7. The counselor accepts my ideas.
8. The counselor encourages me to talk.

9. The counselor helps us when we are talking.

10. The counselor understands what I say.

11. We sometimes talk about the way our group works.

12. The counselor tells us when we are not working too well.

13. The counselor tells us when we are working well.

14. The counselor tells us about himself(herself) as part of our group.

15. At the end of the group the counselor goes over what we did.

16. The counselor uses some good films, games, stories, or other materials.

17. The other students listen to what I say.

18. The other students will help me talk if I need help.

19. I discuss my problems.

20. I discuss how I feel.

21. When I don't like something in the group I say so.

22. I tell the group what I am doing about my problems.

III - 3 STUDENT CHECK LIST

GROUP FACILITATING

Counselor _____ School _____ Date _____

From a list of students in the counselor's groups, the data collector will select three students and ask that they complete the check list by placing an X in the appropriate column.

	Yes, Most of the time	No, Not Usually
1. I trust the counselor and other members of the group.		
2. I understand the purpose of the group.		
3. I know what we are supposed to accomplish.		
4. I know what kind of behavior is expected of me.		
5. The counselor respects the members of the group.		
6. The counselor is interested in the group members.		
7. The counselor accepts our ideas even if he/she does not agree.		
8. The counselor encourages all the group members to participate.		
9. The counselor guides our discussions when we need him/her.		
10. The counselor helps us understand what we think and say.		

	Yes, Most of the Time	No, Not Usually
11. The counselor encourages us to look at how our group communicates and operates.		
12. The counselor helps us see when we are not being productive or helpful as a group.		
13. The counselor helps us see when we are being productive or helpful as a group.		
14. The counselor discusses his role in the group with the group.		
15. The counselor summarizes the sessions.		
16. The counselor sometimes uses role playing, games, stories, media, or other exercises that help our group work or learn.		
17. The members of the group listen to each other.		
18. We help each other talk.		
19. We discuss our problems and concerns.		
20. We discuss our feelings.		
21. We speak out when we disagree with the group or feel a need to confront the group.		
22. We plan actions to solve our problems and we report to the group.		

SUMMARY

Items rated Yes: _____

Items rated No: _____

IV. Consulting

A. Indicators

Consulting requires skill in communicating on a one-to-one or group basis with teachers, administrators, pupil personnel workers, parents or students who have requested help and who have a particular problem they are attempting to prevent or solve. Skill in communicating is indicated in a consulting session when the counselor:

1. Listens to the client(s); "stays with" the flow of the discussion.
2. Clarifies the verbal communication of the client(s).
3. Is accepting of the consultee.
4. Demonstrates objectivity.
5. Establishes a collaborative/peer relationship.
6. Asks client(s) to describe the problem situation.
7. Asks client(s) to analyze the problem situation and to form hypothesis.
8. Examines and diagnoses problem situation with client(s).
9. Identifies the client(s)' attitudes toward or against change in the problem situation.
10. Describes counselor's own resources for helping the client(s).
11. Discusses action strategies; prepares client(s) to take action.
12. Elicits feedback and interaction from client(s) prior to termination of relationship.

Skill in communicating also means that the counselor, as a consultant, is available upon request to help clients:

13. Understand the guidance program.

14. Integrate counseling and guidance services into the classroom.

15. Answer questions concerning basic student learning and adjustment problems.

16. Work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral, or home problems.

17. Plan the student's education or career future.

18. Make application for financial aid or employment.

19. Determine curricular offerings that best meet student needs; plan curriculum.

20. Interpret student data.

21. Organize and conduct case conferences.

22. Organize and conduct parent conferences and parent groups.

23. Observe and assess student behavior.

24. Identify exceptional students.

25. Evaluate school policy and report to the administration concerning the impact of policy on teachers and students.

B. Performance Requirements

The counselor will demonstrate competence in communicating on a one-to-one or group basis in consulting sessions by:

1. Taping two consulting sessions, each 30-45 minutes in length. One session must involve one or more teachers whose concern is student-related. The second session must include one or more parents and students if desirable. The data collector will listen to each tape and identify the counselor's consulting skills (Instrument IV-1).

2. Writing feedback summaries for each of the taped consulting sessions. During the consulting sessions the individuals or groups will plan action strategies. At a later date the counselor will obtain feedback from the consultee, may recommend further action or may terminate the relationship. In a brief (2-page) paper the counselor will summarize the nature of the follow-up interaction and will submit it to the data collector (Instrument IV-2).

In addition the data collector will obtain evaluation check lists from the counselor and from 6 staff representatives.

1. The counselor will submit one completed self-evaluation check list (Instrument IV-3).

2. The data collector will select three teachers (randomly) and three administrators and/or pupil personnel workers to complete the Staff Evaluation Check List (Instrument IV-4). The principal and five teachers may complete the form if others are not available.

IV - 1, 2 LISTENING CHECK LIST FOR CONSULTATION AND FEEDBACK SUMMARY

Directions for Use

The counselor will submit to the data collector two taped consultation sessions each from 40-60 minutes in length. One of the taped sessions will involve one or more teachers in an individual or group consultation session where the situation under discussion is student-related. The second tape will involve one or more parents and may include students in a consultation session. Using the Listening Check List (Instrument IV-1) the counselor will listen to the tape and will indicate (X) on the form the consultation skills demonstrated. He/she will complete one form for each tape. Item 12 on the instrument is checked (X) Yes if the Feedback Summary (Instrument IV-2) is complete and indicates that the counselor provided adequate follow-up with the consultee(s).

IV-1 LISTENING CHECK LIST FOR CONSULTATION

Counselor_____School_____Date_____

After listening to a taped consultation session, the data collector will complete this check list in the appropriate column. (This form is to be completed for two taped sessions: One for a teacher consultation session; the other for a parent consultation session.)

The counselor:

1. Listens to the client(s); "stays with" the flow of the discussion.

Insufficient		Sufficient	
1	2	3	4
• Topic jumping		Verbal following	
• Misunderstands		Communicates understanding	
• Interrupts and/or over-utilizes questions		Uses appropriate questioning and leading techniques	

2. Clarifies the verbal communication of the client(s).

Insufficient		Sufficient	
1	2	3	4
• Allows consultation to continue without clarification.		Paraphrases content and affect Synthesizes content Utilizes appropriate questioning techniques	

3. Is accepting of the consultee

Insufficient		Sufficient	
1	2	3	4

- Expresses value judgements — Is non-judgemental
- Is condescending or patronizing — Treats the consultee as an equal
- Makes statements which are rigid or in opposition to the consultee — Allows the consultee to differ from the opinion of the counselor

4. Demonstrates Objectivity

Insufficient		Sufficient	
1	2	3	4

- Makes unwarranted inferences — Makes statements which deal with facts
- Expresses biased personal views on the subject — Makes statements which are based on fact or what the consultee has said

5. Establishes a collaborative/peer relationship with clients.

Insufficient		Sufficient	
1	2	3	4

- Assuming a role of superiority — Is candid but cordial
- Is condescending and/or patronizing — Treats the consultee as an equal
- Assumes a role of inferiority
- Responds in a resentful manner — Expresses a willingness to be of assistance

6. Asks the client(s) to describe the problem situation.

Insufficient		Sufficient		
1	2	3	4	N/A

- Avoids the issue of problem specification

Asks for a description of the problem (If statement is made unsolicited, restatement is appropriate).

7. Asks client(s) to analyze the problem solution and to form hypothesis

Insufficient		Sufficient		
1	2	3	4	N/A

- Deals with the problem in general and global terms

Helps client crystalize problem components

- Allows client to deal in third person

Helps client personalize the problem

- Responds in global, nebulous terms

Facilitates the client(s) to speculate about possible causes of the problem.

8. Examines and diagnoses problem situations with client(s).

Insufficient		Sufficient		
1	2	3	4	N/A

- Reinforces nebulous and general statements

Helps client describe the problem in specific behavioral terms

Determines the variables which are causing problems

Determines the barriers to a solution

9. Identifies the client's attitude toward or against change in the problem situation

Insufficient		Sufficient		
1	2	3	4	N/A

- Ignores the client's attitude toward the problem

Reflect client's feeling toward the problem
or
Restatement of client's content about feeling toward problem
or
Ask client what their attitude is toward problem resolution

10. Describes counselor's own resource for helping the client

Insufficient		Sufficient		
1	2	3	4	N/A

- Overstates or understates one's qualification as a potential helper

Makes accurate statement of counselor's ability to help

- Makes no statement about resources which would be helpful in problem resolution

Identifies resources (human/material) which would be of assistance in problem resolution

11. Discusses action strategies; prepares client(s) to take action

Insufficient		Sufficient		
1	2	3	4	N/A

- Recommending a single solution — Helps client(s) identify feasible alternative
- Ignores consequence of alternatives — Helps client(s) consider contingencies of each alternative
- Prematurely closes the consideration — Summarizies next steps of action by the client.

12. Elicits feedback and interaction from client(s) prior to termination of relationship

Insufficient		Sufficient		
1	2	3	4	N/A

- Reaches premature closure and/or termination — Summarizing future steps in the consultation relationship.

IV - 2

FEEDBACK SUMMARY

CONSULTING

Counselor_____School_____Date_____

After completing the taped consultation session the counselor will follow-up with consultees, will complete the feedback summary and will submit the form with the related tape.

Briefly answer each of the following questions....

1. What action did consultees take? (If no action was taken, please explain.)

2. What was the nature of further consultation, if any?

3. Has the relationship been terminated?

IV - 3 SELF-EVALUATION OF CONSULTATION

Directions for Use

The counselor will complete twenty-five items on the check list. The first twelve items relate to the counselor's communication skills in a consultation session; the final thirteen items are concerned with the consultation services the counselor is available to provide to staff and parents. When all items have been completed, the counselor will tabulate the responses under Summary at the end of the check list.

IV - 3 SELF-EVALUATION CHECK LIST

CONSULTING

Counselor_____School_____Date_____

The counselor will complete the following check list by placing an (X) in the appropriate column. The check list will be submitted to the data collector.

In conducting a consultation session with staff or parents I :

	Yes, Sufficient	No, Insufficient
1. Listen to the client(s); "stay with" the flow of the discussion.		
2. Clarify the verbal communication of the client(s).		
3. Am accepting of the consultee.		
4. Demonstrate objectivity.		
5. Establish a collaborative/peer relationship.		
6. Ask the client(s) to describe the problem situation.		
7. Ask client(s) to analyze the problem situation and to form hypotheses.		
8. Examine and diagnose the problem situation with client(s).		
9. Identify the client(s)' attitudes toward or against change in the problem situation.		
10. Describe my own resources for helping the client(s).		

	Yes, Sufficient	No, Insufficient
11. Discuss action strategies; prepare client(s) to take action.		
12. Elicit feedback and interaction from client(s) prior to termination of relationship.		

As a consultant to staff and parents, I make myself available to help them:

13. Understand the guidance program.		
14. Integrate conseling and guidance services into the classroom.		
15. Answer questions concerning basic student learning and adjustment problems.		
16. Work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral; or home problems.		
17. Plan the student's education or career future.		
18. Make application for financial aid and information.		
19. Determine curricular offerings that best meet student needs; plan curriculum.		
20. Interpret student data.		
21. Organize and conduct case conferences.		
22. Organize and conduct parent conferences and parent groups.		

	Yes, Sufficient	No, Insufficient
23. Observe and assess student behavior.		
24. Identify exceptional students.		
25. Evaluate school policy and report to the administration concerning the impact of policy on teachers and students.		

SUMMARY

Items rated Yes: _____

Items rated No: _____

IV-4 STAFF EVALUATION CHECKLIST

Directions for Use

The data collector will select three teachers and three administrators and/or pupil personnel workers to complete the check list. The staff person is asked to respond to two variables; availability and skill. There should be two checks by each item.

IV-4 Staff Check List

Consulting

Counselor_____School_____Date_____

	Insufficient		Sufficient	
	Does not have skill	Not available	Has skill	Not Available
13. Understanding the guidance program.				
14. Integrate counseling and guidance services into the classroom.				
15. Answer questions concerning basic student learning and adjustment problems.				
16. Work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral, or home problems.				
17. Plan the student's education or career future.				
18. Make application for financial aid or employment.				
19. Determine curricular offerings that best meet student needs; plan curriculum.				
20. Interpret student data.				
21. Organize and conduct case conferences.				

	Insufficient		Sufficient	
	Does not have skill	Not available	Has skill	Not available
22. Organize and conduct parent conferences and parent groups.				
23. Observe and assess student behavior.				
24. Identify exceptional students.				
25. Evaluate school policy and report to the administration concerning the impact of policy on teachers and students.				

V. In-service Training

A. Indicators

In-service training requires skill in communicating with groups of teachers and/or administrators in order to transmit skills or knowledge. Skill in communicating is indicated in a training session when the counselor:

1. Arranges the space so as to facilitate communication and learning.
2. Opens the session with a clear statement of the purpose and rationale for the training.
3. Assesses needs of participants prior to and/or during the session.
4. Clearly states objectives and shares objectives with participants.
5. Uses materials and activities that are appropriate to and clearly related to the objectives and to participants' needs.
6. Paces the program and varies activities appropriately.
7. Attends to the content or task of the session.
8. Attends to the process and interpersonal needs of the participants.
9. Provides opportunities for active involvement of participants.
10. Reinforces participants and encourages success.
11. Responds to questions, non-verbal cues, concerns of participants.
12. Measures participants' achievement of the objectives.
13. Conducts participant evaluation of the in-service training.

14. Summarizes the session and described plans for subsequent follow-up.

B. Performance Requirements

The counselor will demonstrate competence in communicating in in-service training sessions by conducting one 1-2 hour training session which involves teachers and/or administrators. The purpose of the session will be to train the participants to use a particular process or set of materials with students. The data collector will be present in the session and record the session on videotape to identify communication skills important to training (Instrument V-1).

In addition the data collector will obtain evaluation check lists from the counselor and from three teachers and/or administrators who have attended one or more training sessions conducted by the counselor. The counselor will:

1. Submit one completed self-evaluation check list (Instrument V-2).

2. Submit to the data collector a list of teachers who have attended training sessions. The data collector will select three names and will ask each teacher to complete a Teacher Check List (Instrument V-3).

V - 1 OBSERVATION CHECK LIST FOR TRAINING

Directions for Use

T e counselor will conduct one training session 1 to 2 hours in length which involves teachers and may include administrators. The purpose of the session will be to train participants to use a set of materials or a process with students. The session may be presented live and will be videotaped.

The data collector will observe the session and complete the observation check list. He/she will focus on the counselor's ability to transmit knowledge or skills while maintaining the group process and supporting individual group members. The data collector should request a copy of the counselor's training plan* to refer to during the session. At the conclusion of the session, the data collector will indicate (X) after each of 13 items whether the counselor demonstrated that skill sufficiently (Yes) or insufficiently (No). The responses are then tablulated under Summary at the end of the check list.

*A plan was developed for the Planning File. See Section I, Planning.

V - 1 OBSERVATION CHECK LIST FOR TRAINING

Counselor_____School_____Date_____

After observing the counselor conducting a training session the data collector will complete the following check list by placing an (X) in the appropriate column.

The counselor:

1. Arranges the space so as to facilitate communication and learning.

Insufficient			Sufficient
1	2	3	4

- Room in disarray or random arrangement.
- Arrangement remains the same regardless of decision.

Room has been arranged for purpose.

Room rearranged to facilitate activity.

2. Opens the session with a clear statement of the purpose and rationale for the training.

Insufficient			Sufficient
1	2	3	4

- Ambiguous statement
- No rationale

Clear statement of purpose.

Logically organized rationale.

3. Assesses needs of participants prior to and/or during the session. Evidence is presented orally or in writing.

Insufficient			Sufficient
1	2	3	4

- No reference made to needs assessment.
- No mention of results of needs assessment.

Needs assessment explained.

Needs assessment results are presented, orally and/or in writing.

4. Clearly states objectives and shares objectives with participants.

Insufficient — Sufficient

1	2	3	4	N/A

- Objectives not stated.
- Outcomes not stated.
- No relation to assessed needs.

Objectives clearly delineated, orally and/or in writing.

Process and product objectives stated.

Logical relationship between assessed needs and objectives.

5. Uses materials and activities that are appropriate to and clearly related to the objectives and participants' needs.

Insufficient — Sufficient

1	2	3	4	N/A

- Materials and/or activities are inappropriate to the session's objectives.
- Materials and/or activities do not match the learning styles, needs and interests of the participant.
- Materials/activities are not usable because constraints of time and/or facilities.
- The trainer is unfamiliar and/or uncomfortable with the materials/activities.

Materials and/or activities are appropriate to the session's objectives.

Materials and/or activities seem to match the learning styles, needs and interests of the participant.

Materials/activities are appropriate.

The trainer is familiar and comfortable with the materials/activities.

6. Paces the program and varies activities appropriately

Insufficient		Sufficient		
1	2	3	4	N/A

- Activity is the same throughout the session — An appropriate balance between passive/receiving and active/ expressive modes are utilized.
- Time is wasted or the participants are hurried when moving from one activity to another. — Time is not wasted and participants are not hurried when moving from one activity to another.

7. Attends to the content or task of the session.

Insufficient		Sufficient		
1	2	3	4	N/A

- Wanders aimlessly — Sticks to the subject and progresses toward desired outcome.
- Rigidly follows prearranged schedule — Flexible and willing to adjust program if it becomes apparent that objectives will not be met and/or important concerns of participants will not be addressed.

8. Attends to the process and interpersonal needs of participants

Insufficient			Sufficient	
1	2	3	4	N/A

- Introductions are ignored — Sees that participants are introduced to one another
- Avoids or ignores questions — Responds to questions raised by participants. Clarifies verbal communications
- Allows isolates — Encourages everyone to participate
- Does not provide feedback — Provides feedback to participants
- Does not respond to individual needs — Provides individual help when needed

9. Provides opportunities for active involvement of participants.

Insufficient			Sufficient	
1	2	3	4	N/A

- Ignores verbal/non-verbal cues of participant — Responds to verbal/non-verbal messages of participant

10. Reinforces participants and encourages success

Insufficient			Sufficient	
1	2	3	4	N/A

- Provides no reinforcement — Uses verbal reinforcement

  Uses (achievement of the) objective as a reinforcer

11. Responds to questions, nonverbal cues, concerns of participants.

Insufficient			Sufficient	
1	2	3	4	N/A

- Ignores questions or gives incomplete answers — Answers questions thoroughly
- Ignores or misunderstands nonverbal cues — Clarifies and responds to nonverbal cues
- Non-responsive to concerns of participants — Responds to concerns of participants

12. Measures participant's achievements of the objective

Insufficient			Sufficient	
1	2	3	4	N/A

- Makes no attempt to measure the achievement of the objective — Measures achievement as stated in the objective

13. Conducts participant evaluation of the in-service training

Insufficient			Sufficient	
1	2	3	4	N/A

- No opportunity is provided for participant feedback of the training — Provides for objective feedback through written and verbal means

14. Summarizes session and describes plans for subsequent follow-up

Insufficient			Sufficient	
1	2	3	4	N/A

- Agenda is not reviewed — Completed agenda is reviewed
- No participant feedback allowed — Feedback from participants
- No additional sources of information given — Additional sources of information is provided
- Premature closure — Follow-up plans presented

V - 2 SELF-EVALUATION CHECK LIST

Directions for Use

The counselor completes the fourteen items on the check list by indicating (X) Yes or No. The responses are tabulated at the end of the check list under Summary, and the form is submitted to the data collector.

V - 2 SELF-EVALUATION CHECK LIST

TRAINING

Counselor_____School_____Date_____

The counselor will complete the following check list by placing an (X) in the appropriate column. The check list will be submitted to the data collector.

In in-service training sessions I:

	Yes, Sufficient	No, Insufficient
1. Arrange the space so as to facilitate communication and learning.		
2. Open the session with a clear statement of the purpose and rationale for training.		
3. Assess needs of participants prior to and/or during the session.		
4. Clearly state objectives and share the objectives with the participants.		
5. Use materials and activities that are appropriate to and clearly related to the objectives and participants' needs.		
6. Pace the program and vary activities appropriately.		
7. Attend to the content or task of the session.		
8. Attend to the process and interpersonal needs of participants.		

	Yes, Sufficient	No, Insufficient
9. Provide opportunities for active involvement of participants.		
10. Reinforce participants and encourage success.		
11. Respond to questions, non-verbal cues, concerns of participants.		
12. Measure participant's achievement of the objectives.		
13. Conduct participant evaluation of the in-service training.		
14. Summarize session and describe plans for subsequent follow-up.		

SUMMARY

Items rated Yes: _____

Items rated No: _____

V - 3

TEACHER CHECK LIST

Directions for Use

The counselor will submit to the data collector a check list of teachers who have been included in his/her training sessions. The data collector will select three of the teachers and will ask each to complete a check list. Responders should indicate their perceptions of the effectiveness of the counselor's role as trainer by indicating (X) Yes or No after each item. The responses are then tabulated under Summary at the end of the form.

V - 3

TEACHER CHECK LIST

TRAINING

Counselor_____School_____Date_____

The data collector will select three teachers who have attended training sessions conducted by the counselor and ask that they complete the check list by placing and (X) in the appropriate column.

When I attend a training session conducted by the counselor:

		Insufficient			Sufficient
		1	2	3	4
1.	The space is arranged to facilitate communication and learning.				
2.	I understand the purpose of and rationale for the training.				
3.	The counselor responds to the participants' needs related to training.				
4.	I am aware of the objectives of the training session.				
5.	The materials and activities are appropriate and clearly related to session objectives and participants' needs.				
6.	The program is well paced and the activities are varied.				
7.	The counselor facilitates our learning of content or achievement of the task.				
8.	The counselor facilitates the group process and attends to interpersonal needs of participant.				

		Insufficient			Sufficient
9.	I have the opportunity to be actively involved.	1	2	3	4
10.	The counselor reinforces participants and encourages success.	1	2	3	4
11.	The counselor responds to questions, non-verbal cues, concerns of participants.	1	2	3	4
12.	The counselor assesses achievement of the objectives.	1	2	3	4
13.	The counselor conducts participant evaluation of the in-service training.	1	2	3	4
14.	The counselor summarizes the session and describes follow-up that will be available.	1	2	3	4

SUMMARY

Items rated Yes: _____

Items rated No: _____

VI. Information Processing

A. Indicators

To demonstrate competency in information processing the counselor is expected to provide evidence of skill in three general areas: referral, pupil appraisal, resource management.

- Skill in referral is indicated when the counselor prepares:

  1. A referral file which lists medical, mental health, social, volunteer, religious, youth and government services or agencies.

  2. A written statement of referral policies and procedures.

  3. A written statement of referral criteria used by the counselor.

  4. A written statement of symptoms and characteristics used to identify handicaps including speech, hearing, visual, crippling, special health.

  5. A written statement of definitions and criteria used to identify exceptionalities including creativity, intellectually gifted, withdrawn, socially maladjusted, aggressive, underachieving, slow learning, retarded.

- Skill in referral is also indicated when the counselor:

  6. Informs staff, students, parents about referral policies, procedures and programs.

  7. Consults available resource persons and files prior to making a referral.

  8. Respects parent (or of-age student) wishes regarding referral.

9. Remains in contact with agencies receiving referrals.

10. Remains in contact with students who have been referred and with referral source.

11. Records and keeps current a list of all out going referrals.

12. Visits referral agencies.

- Skill in pupil <u>appraisal</u> is indicated when the counselor prepares:

13. A list of achievement, aptitude, intelligence, interest tests available to the counselor.

14. A list of non-test devices to conduct student appraisal which may include observation guides, interview guides, student autobiographies, self-report scales, etc.

15. A list of sources of student appraisal within and outside the school system.

Skill in pupil <u>appraisal</u> is also indicated when the counselor:

16. Observes and objectively reports on student behavior.

17. Selects, schedules, administers, interprets and scores tests.

18. Keeps student test files current and complete.

- Skill in <u>resource management</u> is indicated when the counselor has prepared:

19. A list of occupational exploration materials available to students and teachers.

20. A survey of the local job market.

21. A list of community persons available for career exploration programs.

22. A list of post-secondary educational opportunities materials including 2 and 4 year colleges, vocational programs, military options and available sources of financial assistance (elementary and junior high: extra curricular educational opportunities).

23. Drug use information.

24. Family planning information (or sex education materials).

25. Multiethnic education materials.

26. Interpersonal relations materials.

27. A confidential emergency medical file of students.

28. A parent information package including information on school hours, holidays, lunch, visitations, emergencies, special services, etc.

- Skill in resource management is also indicated when the counselor:

29. Keeps all resource files current.

30. Selects materials appropriate for the grade levels served.

31. Makes resources accessible to users.

32. Updates files regularly.

33. Contributes to guidance publications and/or to local media presentations.

B. Performance Requirements

The counselor will demonstrate competence in referral, appraisal and resource management by completing

an Information File which contains the following documents:

- Referral Documents

  1. Referral File.

  2. Statement of referral policies and procedures.

  3. Statement of referral criteria.

  4. Statement of symptoms and characteristics used to identify handicaps.

  5. Statement of definitions and criteria used to identify exceptionalities.

- Appraisal Documents

  13. List of achievement, aptitude, intelligence, interest tests available to the counselor.

  14. List of non-test devices for pupil appraisal.

  15. List of sources of student appraisal services within and outside the school system.

- Other Resources

  19. List of occupational exploration materials.

  20. Survey of the local job market.

  21. List of community persons available for career exploration programs.

  22. List of post-secondary educational opportunities materials (elementary and junior high: extracurricular educational opportunities).

  23. Drug use information.

  24. Family planning information (sex education materials).

  25. Multiethnic education materials.

  26. Interpersonal relations materials.

27. Confidential emergency medical file of students.

28. Parent information package.

The Information File is submitted to the data collector who records the documents which have been submitted as present, rates each document for completeness of essential elements (Instrument VI-1), and with the counselor examines the resources in the counselor's office (Instrument VI-3).

In addition the data collector will obtain resource assessment check lists (Instrument VI-2) from two pupil personnel workers and will obtain an evaluation check list (Instrument VI-4) from the principal.

VI-1 CHECK LIST FOR INFORMATION DOCUMENTS

Directions for Use

The counselor will submit to the data collector a file containing the documents listed on Instrument VI-1. The data collector and counselor will review the check list, check (X) all items present in the file. Then check for the essential elements of the document, check (X) if all elements and quality are present. Complete the summary at the bottom of the form. By agreement with the data collector, the counselor may choose to submit some documents at a later date. However, the data assessor should not receive the file until it is complete.

VI - 1 RATING SCALE FOR INFORMATION DOCUMENTS

Counselor_____School_____Date_____

	Present	Essential Elements Yes	No	Complete	Incomplete
1. Referral File listing services or agencies					
a. Medical					
b. Mental Health					
c. Social					
d. Volunteer					
e. Youth					
f. Government					
g. Employment (high school only)					

	Present	Essential Elements Yes	No	Complete	Incomplete
2. Statement of referral policies and procedures					
a. Outlines referral process for teachers, parents and students					
b. States policies on parental or student consent					
c. Defines procedures, forms for referral					
d. Describes follow-up procedures for students referred					

	Present	Essential Elements Yes	No	Complete	Incomplete
3. Statement of Referral Criteria					
a. Guidelines for making a referral					
b. Guidelines for accepting referrals from other sources					

	Present	Essential Elements Yes	No	Complete	Incomplete
4. Statement of symptoms and characteristics used to identify handicaps					
a. Speech					
b. Hearing					
c. Visual					
d. Crippling					
e. Special health					

	Present	Essential Elements Yes	No	Complete	Incomplete
5. Statement of definitions and criteria used to identify exceptionalities					
a. Creativity					
b. Intellectually gifted					
c. Withdrawn					
d. Socially maladjusted					
e. Aggressive					
f. Underachieving					
g. Slow learning					
h. Retarded					

	Present	Essential Elements Yes	No	Complete	Incomplete
6. List of tests available to the counselor					
a. Achievement					
b. Aptitude					
c. Intelligence					
d. Interest					
7. List of non-test devices for pupil appraisal					
a. Observation guide(s)					
b. Interview guide(s)					
c. Self-rating scale(s)					
d. Devices are appropriate for the population served					
8. List of sources of student appraisal services within and outside school system					
a. Medical					
b. Psychological					
c. Academic					
9. List of occupational exploration materials that are					
a. Both print and non-print media					
b. Adequately reflect occupations available locally					
c. Free from sex-role stereotyping					

	Present	Essential Elements Yes	Essential Elements No	Complete	Incomplete
d. Appropriate for teacher and student use					
e. Thorough					
f. Current					
g. Accessible to students and teachers					
10. Survey of the local job market that					
a. Is current (no more than 18 mo. old)					
b. Includes job titles and number available, training requirements, contact person with phone and address					
11. List of community persons available for career exploration programs					
a. Includes name, career title, contact information					
12. List of post-secondary educational opportunities materials (high school)					
a. Catalogues for all 2-year institutions in the area.					
b. Catalogues for all 4 year public and major private institutions in the state.					

	Present	Essential Elements Yes	Essential Elements No	Complete	Incomplete
c. Information on all vocational institutions in the area.					
d. Information on business sponsored job training programs					
e. Materials on military options.					
f. Information on and applications for financial aid.					
13. List of extracurricular educational opportunities including (elementary and junior high)					
a. Local recreation programs					
b. Scouting groups					
c. Community sponsored programs					
d. Programs for exceptional students					
14. Drug use information that is					
a. Objective					
b. Suitable for the population served					
15. Family planning (sex education) information that is					
a. Objective					
b. Suitable for the population served					

	Present	Essential Elements Yes	No	Complete	Incomplete
16. Multiethnic education materials that are					
a. Objective					
b. Include information on all general ethnic groups (Asian, Afro-American, White, Native American, Hispanic)					
17. Interpersonal relations materials including					
a. Classroom activities					
b. Student materials					
18. Confidential emergency medical file of students (names omitted) including.					
a. Medical condition					
b. Emergency procedures					
19. Parent information package including					
a. School hours					
b. Holidays					
c. Lunch					
d. Visitation policy					
e. Emergency procedures					
f. Special services					

VI-2 PUPIL PERSONNEL CHECK LIST

Directions for Use

The purpose of the check list is to involve special educators in the assessment of the counselor's resources, especially those resources used with exceptional students. The data collector will obtain from the counselor a list of pupil personnel workers and special educators with whom the counselor works. The data collector will randomly select two of the names and ask each to examine documents 1,2,3,4,5,13,14 and 15 in the Information File. Responders are asked to determine if the documents in the file are adequate for the counselor in providing services to students and teachers. To make a Yes response the responder need not agree that the materials are ones that he/she would select. The instrument is completed by checking (X) Yes or No beside each statement, then summarizing the responses at the bottom of the form.

VI-2 PUPIL PERSONNEL CHECK LIST

INFORMATION PROCESSING

Counselor_____School_____Date_____

From a list of pupil personnel workers or special educators with whom the counselor works, the data collector will select two to complete the check list. The responders will review the Information File and check (X) the appropriate space in response to each question below.

	Yes	No
1. The referral file lists the major referral agencies in this area (95%).		
2. The referral policies and procedures are adequate.		
3. The referral criteria are adequate.		
4. The symptoms and characteristics for identifying handicaps are adequate.		
5. The definitions of and criteria for identifying exceptionalities are adequate.		
13. The list of achievement, aptitude, intelligence, and interest tests are appropriate for the counselor to use with the population served.		
14. The list of non-test devices includes devices appropriate for the counselor to use with the population served.		
15. The list of appraisal services includes the major sources within and outside the school system (95%)		

COMMENTS

SUMMARY

Items rated Yes: _____

Items rated No: _____

VI-3 INTERVIEW AND OBSERVATION CHECK LIST FOR INFORMATION PROCESSING SYSTEM

Directions for Use

Prior to completing this checklist the data collector is to be guided through the counselor's office by the counselor. The data collector will observe and discuss with the counselor his/her referral system, testing file, student records, and resource materials for teacher and student use. Specifically the counselor should examine and discuss the counselor's:

- Means for informing clients about referral system.
- Files and lists of resource persons consulted during referral decisions.
- Process of obtaining parental involvement in and approval of the referral.
- Referral records relating to students and agencies making or receiving referrals.
- Procedures for maintaining contact with agencies.
- Student files.
- Resource materials.
- Contributions to publications or media presentations.

When the observation is complete, the data collector responds (X) Yes or No to each item on the form, then summarizes the responses at the bottom of the form.

VI-3 INTERVIEW AND OBSERVATION CHECK LIST FOR INFORMATION PROCESSING SYSTEM

Counselor_____School_____Date_____

The counselor will guide the data collector through his/her resource materials and the data collector will complete the check list to determine the sufficiency of the counselor's information processing system. Based on observation and interview, the data collector will check (X) the appropriate column.

	Yes	No
6. The counselor's system for informing staff, students, and parents of referral policies and procedures is adequate.		
7. The counselor has adequately described a system for consulting resources before making referrals. Available data is used.		
8. The counselor's system for obtaining parental or student approval for referrals is adequate.		
9. The counselor maintains a record of agencies serving students and records contacts with those agencies. (Contacts with agencies are at least bimonthly.)		
10. The counselor maintains a record of students being served by referral agencies and records contacts with those students and with the referral source. (Contacts with students are at least bimonthly.)		

	Yes	No
11. The counselor maintains a current list of referrals to outside agencies.		
12. The counselor visits referral agencies (at least one monthly).		
16. Based on examination of student files, the counselor observes and objectively records student behavior data.		
17. The counselor has a complete test file and has a tentative testing schedule that meets state requirements.		
18. An examination of student files indicates that test data are recorded and are current.		
29. The resource materials (career education and other) for students and teachers are current.		
30. The resource materials are appropriate for the grade levels served.		
31. The resource materials are accessible to users.		
32. Resource files are updated regularly (most recent year publication is available for yearly publications).		
33. The counselor has contributed to guidance publications and/or local media presentations.		

SUMMARY

Items rated Yes: _____

Items rated No: _____

COMMENTS

SUMMARY

Items rated Yes: _____

Items rated No: _____

VI-4 PRINCIPAL CHECK LIST

Directions for Use

The Principal Check list is used to determine the principal's reactions to the counselor's information processing system. The principal responds (X) Yes or No to each statement and summarizes the responses at the end of the form. Comments may be included, especially if negative responses are recorded.

VI-4

PRINCIPAL CHECK LIST

INFORMATION PROCESSING

Counselor_____School_____Date_____

The data collector will request the school principal to complete the check list by placing an X in the appropriate column.

		Yes	No
6.	The staff and students are aware of referral policies and procedures.		
7.	The counselor involves resource persons and uses available files to make referral decisions.		
8.	Parents (or of-age students) are consulted regarding referrals and their wishes are respected.		
17.	The counselor schedules, administers and reports on tests as required by the state or requested by the faculty.		
29.	The counselor's resource files are current.		
30.	The resource materials are appropriate for the grade levels served.		
31.	The resource materials are accessible to users.		
33.	The counselor adequately publicizes the school's guidance program with the school and community.		